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ABSTRACT

This evaluation plan outlines the essential features of Home Start Evaluation activities scheduled for the twelve months beginning Fall 1973. Data will be collected in an effort to answer the following four questions: (1) Are Home Start program guidelines being followed in the kinds of families and staff involved?, (2) Do families in Home Start for one year achieve greater progress toward program objectives than similar families not in Home Start?, (3) Do Home Start children achieve the same developmental gains as Head Start children, and (4) What are the costs associated with Home Start and Head Start program operations? In addition to the quantitative data needed, qualitative data will be collected to describe the organization and activities of each of the sixteen Home Start projects. (Author/CS)

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Home Start Evaluation Study

Evaluation Plan 1973-1974

Interim Report III

Fall 1973

ED 092227

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Office of Child Development
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Dr. Esther Kresh, Project Officer

NATIONAL HOME START EVALUATION PLAN

Fall 1973 to Fall 1974

August 30, 1973

PS 007303

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NATIONAL HOME START EVALUATION PLAN

Fall 1973 to Fall 1974

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Introduction

This paper outlines essential features of Home Start Evaluation activities scheduled for the twelve months beginning fall 1973. This period begins the formal evaluation phase of the National Home Start Program, in contrast to the pilot phase which focused on refining the measurement methods while the sixteen projects were getting underway. During the coming year data will be collected to answer four questions of interest to policymakers in the Office of Child Development:

- Are Home Start program guidelines being followed in the kinds of families and staff involved in the program, and in the kinds of services provided?
- Do families in Home Start for one year achieve greater progress toward program objectives than similar families not in Home Start?
- Do Home Start children achieve the same developmental gains as Head Start children?
- What are the costs associated with Home Start and Head Start program operations?

In addition to the quantitative data needed for these four questions, qualitative data will be collected to describe the organization and activities of each of the sixteen Home Start projects. Similar information for the past year is included in the case studies which accompany this report.

Data for the national evaluation are collected in three ways: first, by an information system, which is a series of forms completed quarterly by local staff at each of the sixteen projects and sent to the evaluators for summarizing; second, by fall and spring site visits to each project by

evaluation staff; and third, by a battery of questionnaires, rating scales, and tests administered to families fall and spring by local community interviewers. Results from the coming evaluation activities will be presented in three semi-annual reports. The overall time schedule for the coming year is summarized in Figure 1. Details of the evaluation activities are given in the next three sections: Information System, Project Site Visits, and Outcome Measures.

Information System

The information system was evolved to its current format during the past year-and-a-half, and will continue essentially unchanged next year. The system is designed to gather basic statistics about family characteristics, staff characteristics, family referrals for services, and project expenditures. Three kinds of forms are used to obtain this information and summarize it: records, used by each project to obtain the raw information about individual families and staff; quarterly reports, used by each project to summarize information across families and staff for submission to the evaluators; and national reports, used by the evaluator to summarize information across projects and time for submission to OCD policymakers. A complete set of forms and instructions is presented in the Home Start Information System Manual (Abt Associates, 1972).

Every three months each of the sixteen Home Start projects are scheduled to submit quarterly reports to staff in the National Home STart Office, who will them forward the reports to Abt Associates, Inc. Staff at Abt will tally the reports quarterly and submit semi-annual National Profile Reports with Interim Reports IV, V, and VI to the Office of Child Development. Copies of the Year Tally Reports and National Profile Reports will be sent to projects each quarter, accompanied by comments about reporting procedures.

Abt staff will complete the following steps in compiling the National Profile Reports and Year Tally Reports:

- Quarterly reports submitted by projects will be checked for accuracy and completeness. If more information is needed Abt staff will call the projects.
- A Year Tally Report will be updated quarterly for each individual project.

- National Profile Reports will be completed quarterly, summarizing totals for each Home Start project and the total for the National Home Start Program.

- National Profile Report totals for each quarter will then be recorded on the Three-Year National Profile Report.

Project Site Visits

Overall site visit plan. Unlike last year, not all sites will be visited the same number of times during the coming year. The six sites[1] participating in the summative evaluation will continue to be visited each fall and spring, but the other ten sites will be visited only during the spring.

In four[2] of the six summative sites Home Start evaluation staff will also visit local Head Start projects each fall and spring, to gather selected comparative information about costs and cost-related program characteristics. These four Head Start projects will also participate in the summative evaluation.. They are being included so that cost-effectiveness outcomes for Home Start can be judged against an objective yardstick. Since the Head Start information is merely for overall comparison purposes, the information will not be used to formulate recommendations for improving the Head Start projects, nor will Head Start and Home Start projects within individual sites be compared.

In all, four kinds of information will be obtained by the evaluation staff as they visit projects; not all four kinds will be gathered from each project however, nor at each time point.

- Project updates and future plans. Project staff will be asked, first, about organizational changes, such as changes in staff, in training procedures, in supervision methods, and in parent involvement; second, about progress made toward achieving objectives set during the

---

[1] Huntsville, Alabama; Dardanelle, Arkansas; Witchita, Kansas; Cleveland, Ohio; Houston, Texas; and Parkersburg, West Virginia.

[2] Huntsville; Dardanelle; Houston; Parkersburg.

FIGURE 1

	Fall 1973		Spring 1974		Fall 1974	
Information System	16 sites	16 sites	16 sites	16 sites	16 sites	16 sites
Site visits	6 sites		16 sites		6 sites	
Outcome Measures	6 sites		6 sites		6 sites	
Reports		Interim Report IV		Interim Report V		Interim Report VI

previous site visit, especially those having the most success or those where problems have caused unusual delays; and third, about future objectives that project staff will try to accomplish by the time of the next site visit. An interview form will be used to record information in a standard way across sites.

- Home visitor/family interaction. Community interviewers will accompany Home Visitors on home visits to observe and record major characteristics of the visits, such as the person the home visitor works with most, the activities done, the materials used, and the duration. Each Community Interviewer will visit two randomly selected families this way, for a total of eight to ten home visit observations per summative site. An observation checklist was pilot tested in spring 1973 and will be refined for fall use. Related information about hiring, training, and supervising home visitors will be obtained by interviewing home visitors and their supervisors.

- Selected program-wide implementation features. Evaluation staff will gather in-depth information about aspects of program implementation that seem especially important for future use in planning and operating home-based service delivery programs. One or two aspects will be selected for investigation during the spring 1974 site visits, from among project characteristics such as the following: staff organization, staff training, staff screening and hiring, methods for capturing community services, and parent roles in Home Start. Selection will be based on evaluator's judgments of the most important topics, in consultation with Washington Home Start staff. Checklists and interviews will be used to gather the necessary data.

- Expenditure patterns and donated services. Project expenditures and donated services will be described using a two-step process, by first recording predicted expenditures as described by the project directors, and then, on a later site visit, verifying the predicted figures using project financial records and staff interviews. Predicted expenditures have already been completed for Home Start projects, and will be obtained for the four Head Start projects in fall 1973. Verification will begin in the six summative Home Start projects in fall 1973 and will continue in all Home Start and the four Head Start projects in spring 1974. A set of forms for securing this information was pilot

tested in spring 1973. Certain cost-related information about program characteristics, available from the information system for Home Start projects, will have to be gathered for Head Start projects during the site visits. This includes number of staff, number of children served, kind and level of major services, and some family characteristics.

Figure 2 shows the overall relationships between projects, time points, and kinds of information. The data collection and analysis procedures for fall 1973 are presented next; specific procedures for spring and fall 1974 will be finalized later in the year.

Site visit procedures for fall 1973. Site visits to the six summative sites will take place between October 8 and October 19. One person will visit each site expressly to gather the site visit information, staying four days if assigned to the four Home Start/Head Start sites, and three days if assigned to the remaining two sites. Each site visitor will be assisted one day by the summative evaluation field monitor assigned to the site, who will be at the site to observe community interviewers administer the summative measures. The site visitors will spend one day in each site securing information for Home Start project updates and future plans, and the remaining time will be spent gathering cost information for both the Home Start, and in four sites, the Head Start, projects. The monitors will spend one day in each site obtaining information about the hiring, training, and supervising of home visitors.

Four experienced evaluation staff members will serve as site visitors. Two from Abt Associates will each visit two sites, and two from the High/Scope Foundation will each visit one site. A two day training session is scheduled for late September at Abt Associates for the site visitors. During the same session the site monitors will participate in one day of training in addition to their training as monitors.

Analysis of fall 1973 site visit information. Analysis of the fall 1973 site visit information will be completed for inclusion in the late February semi-annual Home Start report. Findings presented for Home Start projects will include project updates and future plans, home visit descriptions, project expenditures, and donated community services. Findings presented for the Head Start projects will include test-related program characteristics, projected expenditures, and

FIGURE 2

	Fall 1973	Spring 1974	Fall 1974
Project updates and future plans	6 Home Start	16 Home Start	6 Home Start
Home visitor/ family interaction	6 Home Start	6 Home Start	
Selected program wide implementation features		16 Home Start	
Expenditure patterns and donated services	6 Home Start 4 Head Start	16 Home Start 4 Head Start	6 Home Start 6 Head Start

donated services. Projected Head Start figures will not be verified until the spring 1974 visits, so only tentative comparisons will be made between Head Start and Home Start sites in the February 1974 report.

Outcome Measures

Experimental design. Outcome measures will be administered to three separate groups of families, all having children the right age to be eligible for two years of Home Start. An experimental group will consist of families entering Home Start in fall 1973. A control group will consist of families entering Home Start in Fall 1974, but identified for inclusion in the evaluation in fall 1973. Families from both groups will be recruited at the same time and randomly assigned to one group or the other. A comparison group will consist of families with children enrolled in Head Start programs located in the same sites as Home Start programs. Families will not be randomly assigned to this group, but a subsample will be randomly selected from naturally existing Head Start groups.

The measurement battery will be administered three different times, in October 1973, May 1974, and October 1974. The three measurement times will permit comparisons of Home Start, Head Start, and control families as they enter the program and after seven and twelve months of enrollment. The intermediate time was considered necessary to obtain families that might drop out of the program during summer vacation, and the final measurement time was selected to allow an adequate (12 month) time for changes to occur resulting from program activities. Figure 3 shows the data matrix for the outcome evaluation design.

FIGURE 3

	Oct. 1973	May 1974	Oct. 1974
Home Start entering fall 1973			
Home Start entering spring 1974			
Head Start			

Sample. The battery of outcome measures will be administered to families in six Home Start sites: Huntsville, Alabama; Dardanelle, Arkansas; Witchita, Kansas; Cleveland, Ohio; Houston, Texas; and Parkersburg, West Virginia. Decisions about sites to be included were based on judgements about their representativeness as well as on certain practical considerations. A nonrandom procedure was adopted at this stage because there were compelling reasons for not including certain sites, including site startup delays, cultural incompatibility of the measures, family migration, and geographic isolation.

Forty families will be included in each of the three treatment groups in sites that have recruited a sufficient number of families. Where the total available for a group exceeds this number, forty will be randomly selected and the rest excluded from the evaluation. In most sites forty is the maximum number of the Home Start openings available. All forty are included in the fall 1973 measurement to ensure that a sufficient number will be available for measurement in the spring, after normal attrition occurs. No attempt will be made to replace families from any of the three groups leaving the evaluation during the year, since no entering measures will be available from replacement families to serve as a base for assessing change.

Random assignment of families to the experimental and control groups, and random selection of families where more than forty are available for a group, will be performed by staff at the High/Scope Foundation using family rosters submitted by the Home Start and Head Start projects. Families will be stratified by home visitor before random selection to ensure a workable match between families and available openings in each project. Non-English speaking families and families with handicapped children will not be included in the data collection. Lists of families selected will be sent to the six sites shortly after they are received at High/Scope so program activities can begin as soon as possible.

Measurement battery. Nine measures will be in the battery during the coming year, including two children's tests, two child rating scales completed by adults, three parent questionnaires, a parent-child interaction measure, and child height and weight. A list of the measures follows:

- Preschool Inventory
- Denver Developmental Screening Test

- Schaeffer Behavior Inventory
- Pupil Observation Checklist
- High/Scope Home Environment Scale
- Parent Interview
- Child Food Intake Questionnaire
- 8-Block Sort Task
- Height and Weight

Final descriptions of the measures are presented in the current summative results volume accompanying this paper, and further information is available in Interim Reports I and II. Current plans call for giving the full battery to all three groups, unless restrictions in project resources or site logistics necessitate a reduction in the number of measures administered to Head Start families.

Data Collection. The battery of measures will be administered to families by community interviewers, hired locally in each site and trained in Michigan for six days before each fall and spring data collection begins. There will be five community interviewers in each site having a Head Start project, and four in each of the other two. In addition, each site will have a locally hired and specially trained site coordinator who assists in training, monitoring, and scheduling the community interviewers. The site coordinators will help train the community interviewers in each six day training session, and in addition will receive a day of training specifically related to their scheduling and monitoring duties.

Data collection will start in all six sites immediately following the training workshops each fall and spring. Family appointments and assignments of families to community interviewers for the first two weeks will be set up ahead of the workshop by the site coordinators. A site coordinator will accompany each community interviewer on her first administration of each measure, to ensure that the proper procedures are followed. If necessary, additional training will be provided to community interviewers before they are permitted to visit another family, and if that is not sufficient to achieve the necessary standards of administration the community interviewer will be dismissed. During the third and fourth week of data collection site monitors from High/Scope and Abt Associates will accompany each community interviewer on one

visit to determine whether field procedures are being followed. Site coordinators will continue to accompany community interviewers on visits each week that the monitors are not on site, visiting some Home Start families, some control families, and the Head Start centers in sites having them. No family is scheduled to have more than one visit by either a monitor or site coordinator.

Each community interviewer will administer the battery in two parts, during two separate visits to each family. Additional visits may be scheduled if families prefer, or if necessary to finish the battery. Testing will be done in the home for Home Start and control families, and in the Head Start centers for comparison children. Only families who have signed permission letters will be included in the data collection. Families will be paid five dollars each time they complete a full battery of measures. Families will be assigned to community interviewers randomly in urban sites, and by geographic region in rural sites to reduce costs. A special effort will be made to see that each community interviewer has an equal number of Home Start, control, and Head Start families. An effort will also be made to achieve an ethnic match between families and community interviewers. Each community interviewer will administer the battery to approximately 18 to 22 families during the six week data collection period.

Community interviewers will forward all data collected each week to the site coordinators. The site coordinators will log all the completed measures and check them for completeness and obvious scoring errors. Following this review, the site coordinator will meet with community interviewers or call them as necessary to correct discrepancies. The site coordinators will then forward data to abt associates each week for a more thorough quality review before they are sent to the High/Scope Foundation for coding and analysis.

A more detailed plan of the field data collection procedures is presented in Appendix A to this paper.

Data reduction. High/Scope Foundation staff will convert the data to machine readable form after they are received from Abt Associates. A series of fixed steps will be followed:

- A log of all incoming forms will be maintained.
- Site, family, and child identification numbers will be assigned to each form.

- Formats for coding each item from each test, rating scale, or questionnaire will be developed and recorded in a coding manual.

- Responses for each item will be entered into computer disk files.

- The files will be screened for errors two ways: first, by directly comparing the computer file printouts to the original protocols, and second, by using computer programs to find invalid codes, unreasonable values, and missing data.

- The verified files will then be used to build working files compatible with available statistical analysis programs.

- Original protocals will be recorded on microfilm for permanent storage.

Data analysis. Three kinds of statistical analyses will be performed, including description of characteristics of the measurement battery, comparison of pre- to post changes in the three groups, and identification of interrelationships among variables.

Description of the measurement battery characteristics will be carried out through analyses of the internal characteristics of measures and analysis of whole scores. The following internal characteristics will be looked at for each measure:

- Response distributions for each item;

- Percent of persons passing each item;

- Intercorrelations among items;

- Factor structure among items;

- Internal consistency reliability.

Characteristics of total scores and subscores that will be examined include:

- Means

- Standard deviations

- Standard errors of the means

- Intercorrelations with other scores

- Factor structure of the entire battery

All of these characteristics were examined for the spring 1973 measurement battery and reported in the current summative results volume. The purpose for repeating these analyses next year is to determine if the early findings are stable, providing an estimate of how much confidence can be put in the battery.

Comparisons of change over time for the three treatment groups will be made in two ways: by using analysis of variance methods to assess the average change, and by using nonparametric item change methods to determine the nature of changes both within and across individuals. The most direct test for change using analysis of variance is a test of the first order interactions between the Home Start, Head Start and control groups. Since two sites have older children in the program than the other sites, child age will be used as a covariate or blocking factor in the analysis of variance. Estimates of the magnitudes of effects using multiple squared correlation coefficients will be obtained, as well as calculations of the power of the tests for the purpose of determining Type II error rates. Post hoc comparisons will be performed as needed to interpret the ANOVA results.

Interrelationships between scores will be examined using correlations, factor analysis, and multiple regression. These analyses are not necessary to answer the central evaluation questions, but will be performed because of their possible importance for peripheral questions. Examples of such analyses may be found in the summative evaluation results volume of the report.

Reports. Summative results will be presented in each of the three semi-annual reports. The first, scheduled for late February, 1974, will describe the measurement battery characteristics and the entering population characteristics. Since the battery will be essentially fixed at that time, the focus will not be on recommending alterations to the battery, but simply replicating results presented in the summative results volume of this report.

The second report, due at the end of August 1974 will present a comparison of the three groups over the first seven months of enrollment in Home Start and Head Start. Limited analyses of the measurement battery will be presented, but this will not be a major focus as in previous reports. Also

included will be an analysis of the characteristics of fall scores for children who dropped out.

Comparisons of the three groups over the full twelve month period will be presented in the fall 1975 report, along with overall conclusions about the outcome of the twelve month formal evaluation.

APPENDIX A

Data Collection Plan: Fall 1973-Fall 1974

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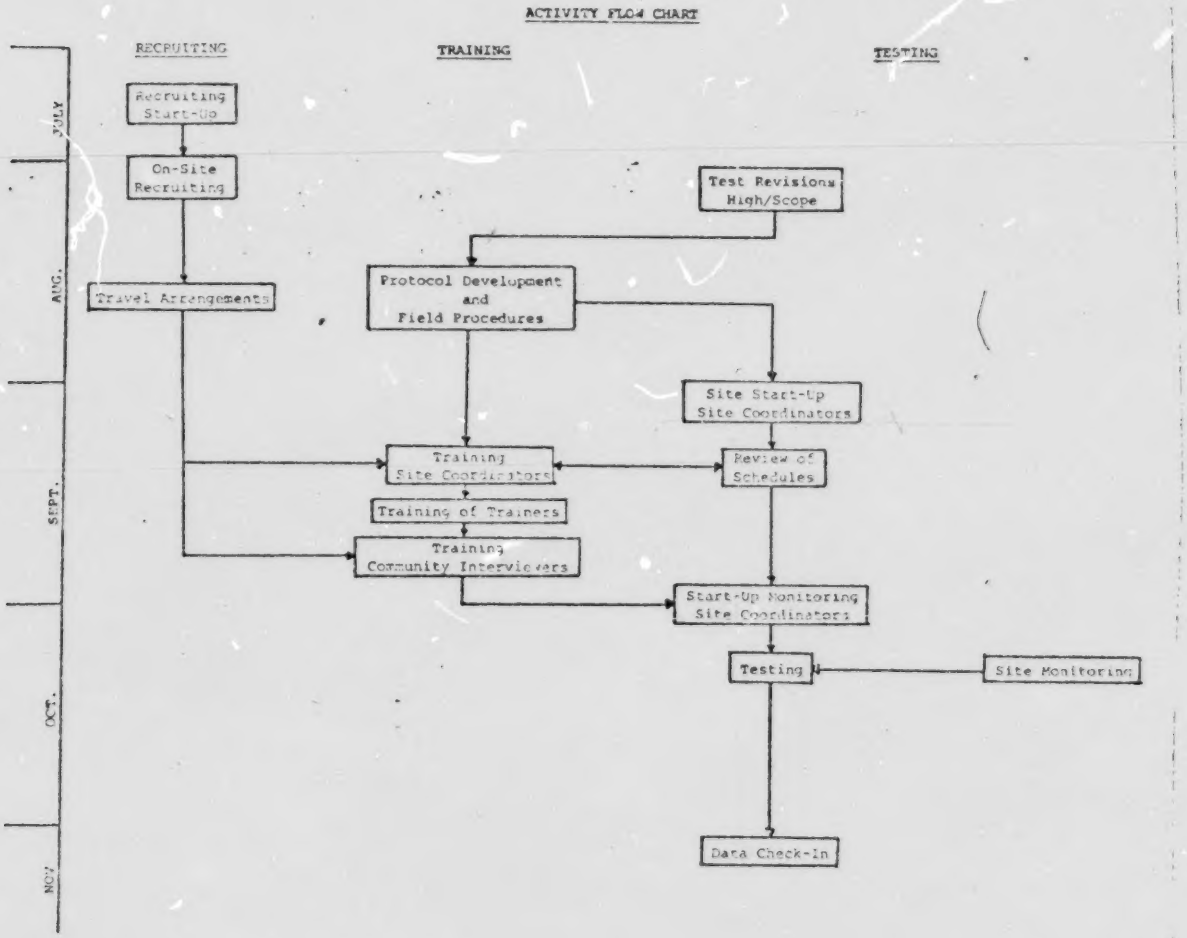
EVALUATION PLAN FOR FALL '73 TO FALL '74

Data Collection - Summative Evaluation

The field operations described in this evaluation plan to collect data for the summative evaluation during the Fall of 1973 will remain essentially the same for the remainder of the evaluation since no change in the scope of work, the number of families to be tested, and other parameters are anticipated.

Components of the Data Collection Effort

The following flow chart indicates the three components of the summative evaluation data collection effort for the Fall (recruiting, training, and testing) and specific tasks which need to be completed.



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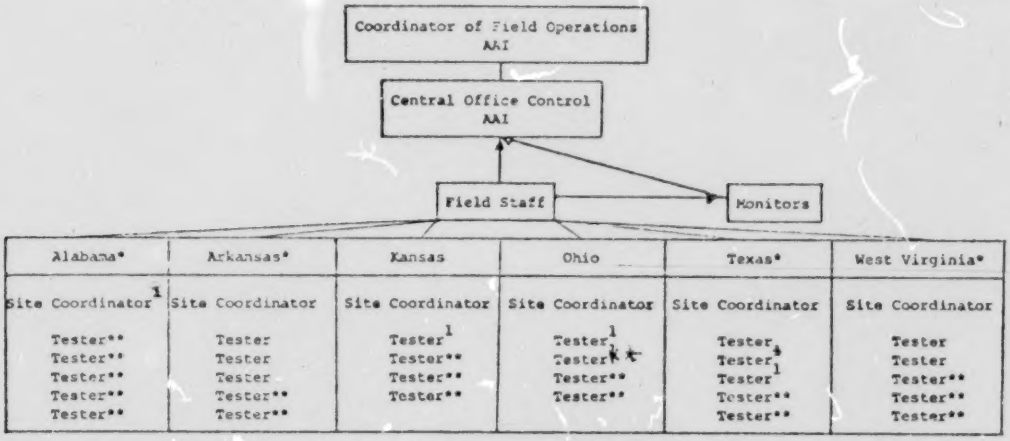
Fall of 1973 - Staffing

The following field staff organization is proposed for the Fall:[1]

FIELD ORGANIZATION



Alabama*	Arkansas*	Kansas	Ohio	Texas*	West Virginia*
Site Coordinator[1]	Site Coordinator	Site Coordinator	Site Coordinator	Site Coordinator	Site Coordinator
Tester**	Tester	Tester[1]	Tester[1]	Tester	Tester
Tester**	Tester	Tester**	Tester**	Tester[1]	Tester
Tester**	Tester	Tester**	Tester**	Tester[1]	Tester**
Tester**	Tester**	Tester**		Tester**	Tester**
Tester**	Tester**			Tester**	Tester**

*Head Start/Home Start Test Site
**Positions to be filled
[1] Not sure whether position needs to be filled because of uncertainty of plans

The expansion of the size of the field staff as noted on the previous page is necessary for the following reasons:

- to allow for attrition between the time of the training conference and the start of testing[2] and to be able to substitute for testers who drop out of the program during the course of field operations;[3]
- to insure timely completion of testing (especially during the Fall when heavy rainfalls in some of the sites could interfere with field operations);
- to make the number of testing visits per community interviewer manageable for part-time field staff.

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[1] The number of vacancies in the field staff for the Fall of 1973 are indicated on the chart.

[2] 12.5% attrition during the Spring of 1973.

[3] Another 4% of the field staff dropped out during the course of testing.

Recruitment of Field Staff

Procedures used for Spring recruiting of the field staff will again be used for the Fall. In summary, the procedures call for:

- advertising positions in local newspapers; posting the jobs with the local employment agency; and asking Home Start Program staff to suggest and identify candidates for the position;
- on-site interviewing of candidates interested in the position by staff from Abt Associates Inc. and/or the High/Scope Educational Research Foundation;
- giving the Home Start Program Director/Coordinator an opportunity to screen applicants and review the pool of qualified candidates if she so desires;
- give consideration to the geographic distribution of the families selected for testing and to hire field staff in those specific communities to reduce travel time and cost.

During the Fall, site coordinators will assist in the recruitment process. They have been asked to identify candidates for the job and to set up an appointment schedule with applicants to be interviewed by Abt Associates or High/Scope staff. Site coordinators will be provided with a supply of fact sheets to be given to applicants, providing some general information on the Home Start Program and the evaluation, and specifics regarding the job of community interviewer.

Site Start-Up and Preparation

Some start-up activities will be conducted prior to the start of training so that testing can start immediately following the training conference. Prompt start-up of testing is necessary to insure that all testing is completed prior to November 15. Start-up activities prior to the training conference will consist of:

- a letter from Abt Associates and High/Scope to Directors/Coordinators of the Home and Head Start Programs (where applicable) to outline the Fall testing schedule and basic field procedures to be followed by the field staff;
- mailing of preliminary testing rosters for families enrolled in the Home Start Program who were selected for the Fall testing;[1]
- telephone conferences with the site coordinators regarding initial assignments of families to community interviewers and scheduling requirements for the first two weeks following training;
- site coordinator meeting with the Director/Coordinator of the Home Start Program to discuss scheduling procedures and the Fall testing schedule (in some sites this may simply be a telephone conversation with the Director);
- site coordinator meeting or telephone conference with Home Visitors to set up testing schedule for the two weeks following training;
- preparation and mailing of testing schedules to Home Visitors and sending families a notice reminding them of the date and time of the testing visit.

If time allows, a meeting will also be scheduled by the site coordinators with the Director/Coordinator of the Head Start Program (where applicable) to discuss the Fall testing schedule and field procedures.

In Alabama, the new site coordinator will be given considerable assistance in scheduling by the outgoing coordinator and central control at Abt Associates Inc.

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[1] During the first two weeks of testing, visits will only be made to families enrolled in the Home Start Program. Complete testing rosters will be made available to the site coordinators at the time of the training conference.

Training

Three types of training will be conducted during the Fall:

- site coordinator training in field procedures and logistics - one day;
- training of trainers (including the site coordinators who will be involved in the training as co-trainers); in addition to reviewing in-depth the revised test battery and protocols, considerable time will be spent with the training staff on monitoring and start-up procedures - three days; and
- community interviewer training in the test battery - six days.

A training schedule similar to the one used for the Spring will be followed, with only slight modifications. During the Fall, community interviewers will be trained in the revised test battery, in addition to the Home Visit Observation Instrument which will be administered to a limited sample of families. Two home visits will again be scheduled for practice sessions during the week of training.

Protocols will again be used as the principal training device for the three child measures. Revision of the PSI and DDST protocols will start when approval of the test revisions have been obtained by the Office of Child Development. Protocols also will be developed for the Concept Development Test. In addition to the protocols, quizzes which were used during the Fall of 1972 will be revised and used as another training mechanism.

Under an agreement with the Home Start Program in Gloucester, video tapes of home visits are presently being prepared to be used at the training session. Community interviewers will be trained in scoring and observation techniques using these video tapes.

The following chart indicates how the training conference will be staffed during the Fall:

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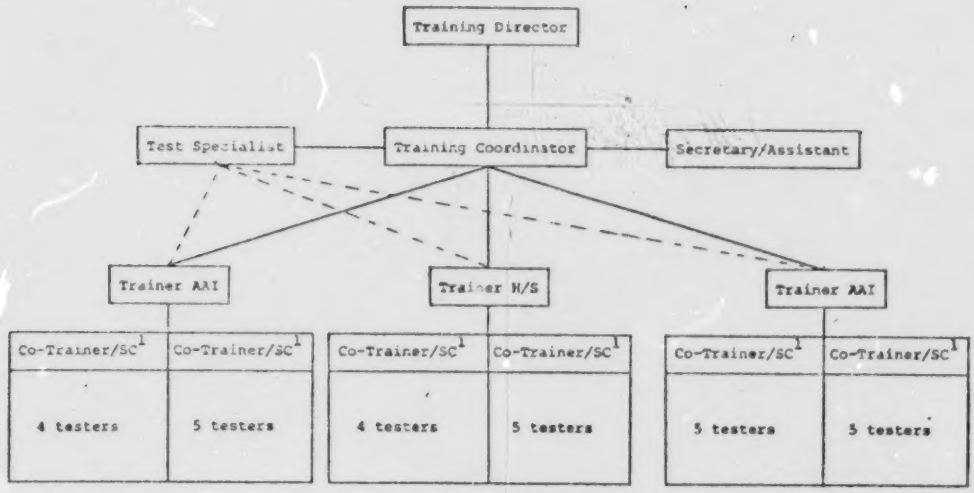
TRAINING STAFF



[1] SC = abbreviation for Site Coordinator

Both the test specialist and training coordinator will assist the small group practice sessions throughout the week, especially the Alabama group since the site coordinator will not be in a position to act as a co-trainer.

Monitoring

Immediately following the training conference, testing will start in all six sites. Testing schedules will already have been set up for the first two weeks of testing by the site coordinator and will need to be confirmed following the training conference. Site coordinators will have major responsibility for start-up operations and monitoring.[1] During the first week of testing, each community interviewer (including those experienced in testing) will be accompanied on a testing visit at least once. The site coordinator and community interviewer will meet following the visit to discuss test performance and compare test scores. If the community interviewer's performance is satisfactory,[2] she will be given approval to continue testing throughout the remainder of the week. If her performance is not satisfactory, the site coordinator will accompany the community interviewer on a second testing visit, following a review session on the test battery. If the community interviewer's performance continues to be unsatisfactory, a decision will be made by Central Control at Abt Associates Inc. regarding the continued employment of that tester. This will be done following the second testing visit. In some cases it may be advisable to have the site coordinator conduct additional review sessions and monitor a 3rd and 4th visit.

During the first week of monitoring, community interviewers only will be administering the test battery for the first visit. During the second week, community interviewers will be monitored on their performance on the second visit battery. During the second week, procedures for monitoring which are outlined above will be followed.

Attached is a proposed schedule for site coordinator monitoring for the first and second weeks of testing.

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[1] In Alabama, a different procedure will be used for start-up and monitoring. The site monitor responsible for that site will conduct the monitoring, with the new site coordinator accompanying her on at least half the visits.

[2] Performance standards will be developed by Abt Associates Inc. prior to the Fall field effort.

SITE COORDINATOR MONITORING SCHEDULE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
morning	Confirmation of Test Visits with Home Visitors	CI #1 - Visit #2 - • only if necessary • CI #2 - Visit #1 Review score forms with CI #1	CI #1 - Testing ——→ CI #2 - Testing ——→ • CI #3 - Visit #1 Review score forms with CI #3	CI #3 - Testing ——→ • CI #4 - Visit #1 Review score forms with CI #4	CI #4 - Testing • CI #5 - Visit #1 Review score forms with CI #5
afternoon	• CI #1 - Visit #1 Review score forms with CI #1	CI #1 - Testing ——→ CI #2 - Visit #2 - • only if necessary	CI #2 - Testing ——→ CI #3 - Visit #2 - • only if necessary	CI #3 - Testing ——→ CI #4 - Visit #2 - • only if necessary	CI #4 - Testing CI #5 - Visit #2 - • only if necessary
evening	Review of Test Battery if necessary	Review of Test Battery if necessary	Review of Test Battery if necessary	Review of Test Battery if necessary	Review of Test Battery if necessary

• indicates Monitoring Visit by SC

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The site monitors from High/Scope and Abt Associates (persons responsible for training community interviewers) will make site visits during the 3rd and 4th week of testing. The monitor's role on site will only be to spot check accuracy of test administration, test score reliability, and to determine whether field procedures are being followed. It is proposed that the site monitor accompany each community interviewer on at least one visit (some first and second visits).[1] Following the testing visits, the site monitor may schedule a meeting with the entire field staff to review problem areas. Site coordinators will not accompany the monitor on these testing visits, except in Alabama as was noted previously. Monitors, in addition to monitoring test performance, will also have responsibility for collecting data for the formative evaluation.

On-going monitoring will be provided by the site coordinators. During week 3 or 4, depending on the date of the site monitor's visit (from High/Scope and Abt Associates), the site coordinator will accompany each community interviewer on a testing visit to a Head Start Center (if applicable). If no Head Start testing is involved on site, these testing visits will be to control group families.

The chart below indicates the number of monitoring visits that will be made during the Fall. It should be noted that no monitoring visits are planned to observe the small sample of home visits. The presence of a monitor in the home might affect the conduct of home visit activities planned.

An attempt will be made during the Fall to limit the number of monitoring visits to a particular family to one.

NON-HEAD START MONITORING

	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6
Treatment Group	5-10 - SC	5-10 - SC	--	--	5 - SC	--
Control Group	--	--	5 - SM	5 - SC	--	--

HEAD START MONITORING

	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6
Treatment Group	5-10 - SC	5-10 - SC	--	--	--	--
Control Group	--	--	5 - SM	--	5 - SC	--
Head Start	--	--	--	5 - SC	--	5 - SC

Legend: SC=Site Coordinator
SM=Site Monitor

[1] These visits will be to control group families.

Field Operations

The following procedures are proposed for the remainder of the evaluation:

(1) Permission Slips

Home Start Program staff will again be requested to obtain signed letters of permission from families selected for enrollment in the program and from those who will be part of the control group. It is recommended that parents sign these letters of permission as part of the intake/enrollment procedure. Letters of permission will be forwarded to Abt Associates Inc. during the first two weeks in September, prior to the start of testing.

A slightly different procedure for obtaining permission slips will be followed for Head Start families selected for the testing. As soon as the sample has been selected and the rosters have been sent to the programs, Head Start Directors/Coordinators will be requested to obtain letters of permission from the parents. Rather than having the programs send the letters to Abt Associates Inc., site coordinators will be responsible for insuring that permissions have been received from the parents prior to the start of testing. Site coordinators or community interviewers will then forward the letter of permission with the testing data for that particular family.

(2) Family Assignments

Initial family assignments will have been made prior to the training conference to enable site coordinators to schedule testing visits for the two weeks following the training. The remainder of the assignments will be made at the training conference after the sample lists for the treatment group, the control group, and Head Start have been reviewed by the coordinator of field operations and the site coordinators. While a random assignment procedure will be used for urban sites, families in rural areas will be assigned by geographic region to reduce travel time and cost. For example, a community interviewer residing in Wood County will be responsible for testing all families in that county and other surrounding areas.

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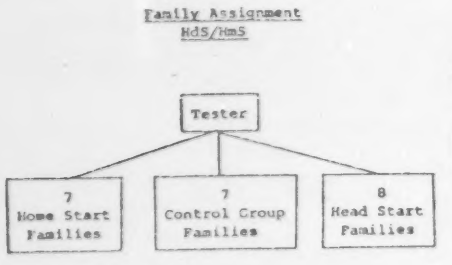
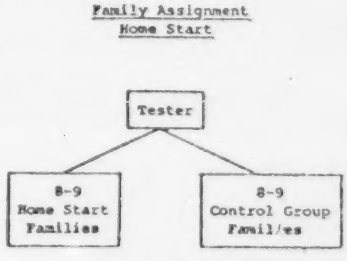
The assignments made at the training conference are tentative and will be reviewed by the Home Start Director/Coordinator to insure that the ethnic match of community interviewer-family is acceptable to the program.[1] Following this meeting with the Director, a family assignment sheet will be prepared for each community interviewer, copies of which will be sent to Home Start, or Head Start, and Central Control at Abt Associates Inc. Site coordinators will retain a copy of the assignment sheets. On the lists, information will be provided as to whether the family is enrolled in Home Start or Head Start, or whether the family is part of the control group. Community interviewers need to have this information so that proper field procedures can be followed (see subsequent sections).

Although Home Start Programs are required to recruit 40 new families for enrollment in the Fall, and 40 families for delayed entry into the program, it is anticipated that only approximately 35 families in each group will be available for testing. This reduction in the sample size will primarily be the result of family turnover in the six summative evaluation sites, unless programs have over-recruited for both the treatment and control groups.[2]

The following charts indicate the number and distribution of families assigned to each community interviewer in both Head Start and Non-Head Start test sites:





[1] During the Spring, two programs made changes in family assignments since they objected to having black community interviewers test white families.

[2] 19% of the families selected for testing in the Spring did not participate in the summative evaluation due to termination from the program, illness or other emergencies, and uncooperation on the part of the family.

(3) Scheduling of Testing Visits

Site coordinators will be responsible for scheduling testing visits to families in the treatment, control, and Head Start Group. Specific procedures are outlined below for scheduling visits for each of the three test groups. Before scheduling can start, site coordinators need to obtain and review time availability sheets from each community interviewer. On these sheets, field staff indicate commitments they have during the period of testing and other times which are not convenient for testing.

Following are scheduling procedures for each of the three test groups:

(a) Treatment Group

While Home Visitors were requested to accompany the community interviewers on testing visits during the Spring, the Home Start Programs will be given the option of having community interviewers conduct the testing on their own, in order to minimize interruptions in regular program activities. If Home Visitors elect not to accompany community interviewers on testing visits, procedures as outlined in (b) will be followed.

If Home Visitors plan to be present during the testing visits to treatment families, procedures will be as follows for scheduling:

- the site coordinator will meet or talk with the Home Visitor on the telephone to set up a testing schedule which is convenient for both the community interviewer, the Home Visitors, and the families. Unfortunately, it is not always possible to conduct the testing visit at the regular Home Visit time because of conflicts in field logistics.

- following this meeting or conversation by telephone, the site coordinator will prepare a testing schedule for the Home Visitor, a copy of which will be forwarded to the Program Director.

- a postcard confirming the date and time of the testing visit will be sent to parents. Parents will be asked to contact the site coordinator or community interviewer if the appointment needs to be changed. Confirmation cards will be mailed five days prior to the visit.

Procedures for rescheduling testing visits to the treatment group have been slightly modified since the Spring. Community interviewers will be permitted to make changes to the testing schedule directly with the Home Visitor (or the parent if the Home Visitor is not present), provided that the change does not conflict with other scheduled testing visits and that the site coordinator is notified of the change. On a weekly basis, site coordinators are responsible for preparing an updated testing schedule for Home Visitors and community interviewers.

A third visit needs to be scheduled for 8-10 families in the treatment group so that each community interviewer can observe two home visits (8 for non-Head Start and 10 for Head-Start sites). Families will be randomly selected by High/Scope for the home visit observations. Schedules will be set up by the site coordinators directly with the Home Visitors. Since these visits will be at the regular home visit time, there is no need to confirm the time and date of this visit with the family. This third visit, however, must be included on the schedules of testing for the Home Visitors and the community interviewers.

(b) Control Group

- a letter will be sent to parents in the control group (and families in the treatment group who will be visited by field staff without the Home Visitor present) approximately two weeks after the programs have been notified of the selections. The purpose of this form letter is to provide some general information regarding the evaluation and the testing and to advise the parent that the site coordinator will be in touch with her in the near future to set up an appointment for testing.
- a telephone call to families if a telephone is present in the home to arrange the first testing visit at their convenience. The site coordinator will insure that the visit is scheduled at a time when older siblings to be tested can be present.
  - this telephone conversation will be followed up by a postcard confirming the appointment.

- for families who do not have a telephone, site coordinators will set up preliminary testing schedules. The SC will then inform the parent of the date and time the visit has been scheduled, asking the parent to get in touch with the site coordinator if it isn't convenient. In rural sites, a procedure will be set up whereby parents can call site coordinators collect if the call is long distance.

  Problem areas -- Our experience indicates that parents frequently do not keep appointments even if they have been reminded of them several times. Parents also may not be responsive to correspondence regarding the testing visits from the site coordinator. It is suggested that no more than three attempts be made by the community interviewer to reach the family.

- if the first visit is completed, community interviewers will set up another appointment with the parent for the second visit. A postcard confirming the date and time of this visit will be sent to the parent five days prior to the visit. Community interviewers will be responsible for notifying the site coordinator of the date of the second visit.
- if a third visit is necessary, a similar procedure will be followed as is outlined above.

(c) Head Start Group

- site coordinators will arrange a meeting with Head Start Program Director and local program staffs (if applicable). The purpose of this meeting is to discuss scheduling and testing procedures.
- site coordinators will then arrange to personally visit the local Head Start programs to set up schedules with local staff or call the programs. Blocks of time will be set aside for testing Head Start children -- for example 3 mornings each week if this is convenient for the programs.
- following the meeting or telephone conversation, site coordinators will prepare a testing schedule for Head Start staff to be updated weekly.
- five days prior to the testing visit, parents of the Head Start children will be notified of the date and time of the visit. Parents may elect to be present while testing takes place. Depending on which tests are selected for the Head Start battery, parents may be required to be present for the 8-Block Sort Task.

Problem areas -- Testing visits may be difficult to schedule if parents need to be present, since many of them may work and may not be available during day-time hours. Special evening visits, away from the Head Start Center, may need to be arranged for these families.

(4) Testing

Testing procedures used for the Fall will remain virtually unchanged. An attempt will be made to complete the entire test battery in two visits, rather than three. It will be stressed to the parents, however, that they may terminate a visit if they feel the child is getting too tired or the mother has other commitments. Some procedures need to be developed for the the community interviewers to assist them in testing situations where siblings are present or no other adults are in the home to play with the focal child when the 8-Block Sort Task is being taught to the mother.

Head Start children will be tested in the center, unless 8-Block requirements dictate otherwise. An attempt will be made to conduct testing sessions outside of the regular classroom setting, but in a room with which the child is familiar, to avoid distractions or interference by other children. If testing is conducted in the classroom, a quiet corner of the room should be found. Presence of Head Start staff during testing will be limited to one person.

(5) Parent Cards

Community interviewers will be responsible during the Fall to obtain the signature of the parents on a parent card indicating the two (or in the case of Head Start one) visit(s) have been completed. Signed parent cards will be included with the testing materials for that particular visit. If Head Start parents are not present for the testing, local Head Start staff may sign for the parent.

Two procedures for paying parents $5.00 for their participation in the evaluation have been set up for the treatment group:

(1) Home Start Programs weekly will be paid $5.00 for each completion of a test battery to be distributed to the parents (Programs must indicate prior to testing, however, which procedure they will be using).

(2) Upon receipt of the parent cards, a thank-you note and a check for $5.00 will be sent to the parents.

Both for the control and Head Start Groups the second procedure will be used, unless Head Start prefers the other payment procedure.

(6) Data Check-In

Community interviewers on a weekly basis will forward all testing materials to the site coordinator for data check-in. The site coordinator will log all test materials and check the tests and questionnaires for completeness and obvious scoring errors. Following this review, the site coordinator will meet with the community interviewer or talk with her over the telephone to discuss discrepancies. Data is then forwarded to Abt Associates Inc. for a more thorough review before it is sent to High/Scope for coding and analysis.

(7) Forms to be Used in the Field Effort

The following records will be kept by field staff during the Fall evaluation effort:

- Time Availability Sheets for each community interviewer indicating availability for testing;
- Family Assignment Sheets for each community interviewer;
- Testing Schedules for Home Start and Head Start staff and community interviewers;
- Time and Travel Logs which are submitted weekly to Central Control at Abt Associates Inc. On the logs, community interviewers and site coordinators make entries for each visit they make regarding the time spent in the home and mileage to and from the home;
- Log of Unsuccessful Visits. On this log, community interviewers indicate the number of visits that were cancelled without notification. Logs are submitted to Central Control weekly;

- Mailing Logs. Weekly, community interviewers indicate on this log the testing materials that were sent to the site coordinator. Upon receipt of this log and after checking the materials, a signed copy of the log will be returned to the community interviewer to indicate that the materials have been received;
- Communications Logs on which site coordinators record all telephone calls with families, program staffs and community interviewers. On this log, site coordinators also note action that needs to be or was taken; and
- Monitoring Reports which are completed by the site monitor or coordinator following each monitoring visit noting errors in test administration.

A detailed field procedures manual will be prepared for use by community interviewers and site coordinators.

Central Office Control

The primary function of central office control is to coordinate all testing activities among the six summative evaluation sites. Responsibilities of central office control include the following:

- liaison between field staff and Home Start and Head Start Programs;
- supervision of site coordinators and other field staff, with direct responsibility for making decisions regarding the continued employment of field staff;
- coordination of monitoring effort and activities of site monitors;
- insuring that field procedures are being followed on site and timely completion of testing;
- provide technical assistance to field staff on administration and scoring procedures and other field problems;
- review and logging of all testing materials;
- review and analysis of all monitoring reports; and
- review of time and travel logs from field staff and payment.

During the Fall field effort, central control will compile the following reports:

- Statistics and analysis of scoring errors both from the training conference and score forms of site monitors and coordinators;
- Statistics and analysis of administration errors from the monitoring reports;
- A report on the number of unsuccessful visits and the # of test batteries that were administered in more than two visits; and
- A report on completeness of data, attrition of field staff, and major problem areas.

APPENDIX B

Formative Evaluation Plan

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FORMATIVE EVALUATION PLAN

Introduction

The following illustration* is presented to give an overview of the size and shape of the formative portion of the evaluation effort. As shown below a major modification of the evaluation initially designed involves the on-going collecting of cost information (both federal expenditures and in-kind services) at four Head Start programs in locales served by four of the six summative Home Start programs. For this reason, the plan for formative evaluation of the ten remaining Home Start programs is presented after the six Home Start summative sites and four Head Start comparison programs.

		FALL 1973	(Winter 73-74)	SPRING 1974	(Summer '74)	FALL 1974	(Winter 74-75)	SPRING 1975
ix Summative ome Start ites	Site Visit (Extensive costing & Implementation Analysis	○		○		○		○
	Info. System	○	○	○	○	○	○	○
	Testing	○		○		○		○
our Head tart Sites	Site Visit (Extensive Costing Analysis)	○		○		○		○
	Info. System		NOT PART OF HOME START SYSTEM					
	Testing	○		○		○		○
en Home tart Sites Not Summative)	Site Visit (Limited Costing and Program Review			○				○
	Information System	○	○	○	○	○	○	○
E P O R T S	Major Analysis Reports		○		○		○	
	Information System Summaries	○	○	○	○	○	○	○

*Circles refer to times data will be collected.

Procedures

Along with the Fall-Spring test cycle a Fall-Spring set of site visits will be made. Site visits concentrate on collecting data relative to the direction and effeciency of program implementation. The collection, analysis, and reporting of this implementation data serves at least four purposes.

First, this process is formative, that is it identifies recurring areas of relative strength and weakness regarding program implementation. Following such identification, recommendations can be made to OCD regarding possible improvement of both program direction and efficiency.

Second, in a more classical research sense, the process of documenting de facto program implementation is also the process in which the actual program treatment is documented. As national demonstration projects cannot--and do not intend--to maintain total control over the treatment, such documentation of actual implementation or treatment is necessary if the summative test findings are to be analyzed in a systematic manner. (Many research studies relate test findings to various demographic characteristics of the service population, e.g. the Ohio-Westinghouse Study. While such analyses may be helpful, they do not lead to identification of specific implementation variables that may be responsible for the significant changes that occur.)

Third, if a systematic approach is used for collection and analysis of implementation data, comparative studies can be made of different programs and treatments. (In this case Home Start and Head Start -- see below.)

Fourth, documentation and analysis of program implementation can produce an on-going history of recurring changes in the national program. As recurring areas of weakness or concern are addressed, the formative evaluation process can hopefully document program improvement strategies that have been successfully employed at the national level. Such strategies may be helpful to a variety of program administrators intent on improving the quality of program

implementation. (It should be noted that as the formative process described here centers on the systematic documentation and analysis of recurring implementation issues, it follows that a pattern of catagorization and quantification must be employed. As a result key implementation issues will be treated in a somewhat generalized manner. Recommendations based upon these generalizations will also be broad enough to be applicable to at least several local programs which encounter similar implementation problems. In other words, a systematic approach to formative evaluation assumes that various bits and pieces of information regarding local program implementation will not be displayed (except in tabulated form) in the major program analysis report. Such site specific information will be preserved in the individual case study narratives and in the information system. (See the sections below on case study narratives and the information system.)

Site Visit Plan -- Fall 1973 and its Relation to the Previous Spring Visits

In Spring of 1973 four-day site visits were made to each of the 16 Home Start programs. Information of three kinds was collected. Program Up-Date and Future Plans, Program Costs, and Home Visitor/Family Interaction. Most of this information was collected via instrumentaled interviews with the local staff. Certain project records regarding budgets, expenditures (especially salaries), and staff time utilization were also utilized. Finally, four home visits at each site were observed and documented with the Home Visitor/Family Interaction--Observation Guide.

In the Fall of 1973 site visits will be made to the six Home Start sites at which summative testing is being conducted. Site visits will also be made to the four Head Start programs which exist in the same locale as a Home Start Summative Testing Site. Sufficient data will be collected from the four Head Start programs to enable the making of across site (but not within site) comparisons of Head Start/Home Start expenditure patterns and comparisons of the degree and manner in which these Head Start and Home Start programs have utilized community services on an in-kind basis. Note: the Head Start

visitations do not seek to document overall program implementation. The National Home Start Evaluation will not document the Head Start "treatment," that is it will not document or in any way evaluate the various programmatic efforts within Head Start. In similar fashion, the Head Start site data will not be analyzed for the purpose of making recommendations for the improvement of any Head Start process.

An overview of the site visit plan for Fall 1973 is presented below. Tentative Spring 74 plans will be discussed later in this section.

Site Visit Schedule

The Fall visits to the six Home Start summative sites, and to the Head Start programs in four of these six locales, will be staffed as follows. A staff person from either Abt Associates (four locales) or High/Scope (2 locales) will spend four days at the combination Home Start/Head Start locales. (Alabama, Arkansas, Texas--Houston, and West Virginia). In each case this staff person will be supported by a testing monitor who will be on site for 2½ days during the inclusive dates of October 8-19. The monitors will contribute one day at each site to supporting the site visit effort. (Although the support contributed by this one day of the monitor may be limited, the added perspective gained by a two person observation team has been found to be valuable. Certain logistical questions can also be addressed with the flexibility provided by the two-person effort.)

At the four Home Start/Head Start locales the major site visitor can devote one day to securing Home Start program implementation data and three days securing both Home Start and Head Start costs information (both on expenditure of grant dollars and on the securing of in-kind community services.) The monitor day can best be utilized in collecting programatic information on the Home Visitor process, especially its educational aspects. (The monitors are either consultatnts or staff persons -- Abt or High/Scope -- who are usually more familiar with the testing procedures and expected learning outcomes than with other program aspects such as comprehensive services, federal expenditures, generation of in-kind community services.)

At the two Home Start summative sites without a Head Start program, i.e. Kansas and Ohio, the major site visitor will spend three rather than four days. The major visitor and the monitor can give one day each to the gathering of Home Start program implementative data and two days to collecting Home Start cost information (both federal expenditures and in-kind.)

Site Visit Data Specification - Fall '73

1) Six Home Start Sites

- Program Up-Date and Future Plans

  During the Spring 73 visits to each of the 16 Home Start programs the locale staff completed a set of objectives for overall program activities and for each component. Emphasis was placed on definite implementation events of the following six months which a future visitor could most likely verify as having occurred or not occurred. Approximate dates of planned occurrance and identification of the key staff person responsible for occurance were also identified and recorded on the "Future Plans" calendar. During Fall'73 visits of these implementation objectives will be reviewed. Verification of successful implementation will be noted along with specific implementation problems which prevented satisfactory completion of major events. Aides to successful implementation can also be noted.

  Major organizational changes will also be noted during this visit. This includes staffing changes, alteration of staff training and supervision procedures, and the present role of parent involvement.

- More Comprehensive Documentation of Hiring, Training, and Supervision Practices for Home Visitors

  The Spring '73 visits included in-the-home observation of four home visits per site. Local staffs were also interviewed regarding "idealized" and actual hiring, training, and supervision practices. This Fall the summative testing team will also conduct random observations of Home Visits randomly selected. (With each summative site

tester completing 2 Home Visit observations, eight to ten observations can be conducted of this plan--summative field operations--for use of a Home Visit observation checklist.)

While this data will give us a description of the central Home Start treatment i.e., the Home Visit, the comprehensive documentation of hiring, training, and supervision is necessary to identify across program of strength and weaknesses in the installation or implementation of this treatment. Recommendation regarding continued improvement in the delivery of effective Home Visits can then be made. (Summative data may also be analyzed in terms of this central program process -- the hiring, training, and supervision of Home Visitors.)

- Verification of Projected Expenditure Patterns and Generation of In-Kind Community Services

The Spring '73 visits gathered extensive expenditure and in-kind information. Interim Report III (August 30, 1973) will analyze this information. The Fall visits will determine whether actual expenditure and in-kind generation are consistent with the projections based on the Spring data. Further verification of the actual delivery of in-kind community services will be emphasized.

2) Four Head Start Sites

- Documentation of Present and Projected Expenditure Patterns and of Generation of In-Kind Community Services

During approximately two days with each of these programs the major site visit person from the Abt or High/Scope staff will become acquainted with the Head Start Administrative staffs and collect baseline information such as present budgets and expenditure reports, and present records on the securing of in-kind community services. Additional information regarding projection of future expenditures and in-kind generation will also be gathered through interviews with key staff. When feasible, large in-kind categories will be verified on-site with the contributing person or agency.

- Overall Program Information on the Service Population

  While the summative staff will gather a variety of demographic data on families tested, the site visitors will secure information on the size and general characteristics of the population served. This data is necessary to compute per unit costs and to assist in the assessment of the degree of similarity of Home Start and Head Start programs.

Site Visit: Procedures

Program implementation data will be gathered through interview forms and checklists like those used in the Spring '73 visits. Most data collection will rely heavily on actual program budgets and expenditure reports. In-kind services will be documented on a form (similar to the one used this Spring) which number of units of service basis and on an estimate -- and later verified-- of the local cost per unit of service.

Training for Site Visitors

The major site visitors (3-4 days at each locale) will be persons who have been members of the National Evaluation Study Team at either Abt Associates or High/Scope. All will have participated in the training and conducting of the Spring '73 site visits. As two of the major site visitors will visit two locales each, only four major site visitors need be prepared for field visitation. A two day training session (at Abt Associates) is planned for late September. The three or four monitors gathering one day of program implementation data will be trained in a one day session run concurrently with the September training of major site visitors.

Training methods will include role playing, and protocols based upon the the actual instruments to be used.

Analysis and Report of the Fall '73 Site Information

With the recent contract modification of the National Home Start Evaluation Study, cost analysis of the six summative Home Start sites and of the four Head Start programs within these six sites becomes an evaluation question to be reported on at the earliest report date. As the data will be collected during October, a report date 90 days later appears appropriate.

The report materials based upon the Fall site data will focus on the two central mechanism of the Home Start treatment -- the activity of the Home Visitor in the Home, and the amount and kinds of in-kind community services which have been secured for Home Start families through the efforts of the Home Start programs. While the Home Visitor section of the report will describe the content and types of in-the-house interaction, (and the recruitment, training, and supervision of Home Visitors the other major delivery mechanism --comprehensive services-- will be mostly described in terms of the magnitude of such services, i.e., analysis of program expenditures will determine the amount and kind of comprehensive services bought for the families with program dollars. Analysis of in-kind services will allow the determination of the magnitude (or market value) of services which have been secured through program efforts.

This report will also present initial descriptive information on the projected expenditures and in-kind generation of the four Head Start programs visited. As much of this data will not be verified unitl the Spring '74 visits only very tentitive comparisons will be made at this time of Home Start and Head Start cost data.

Descriptive analysis of Home Start and Head Start cost data will include the following: cash costs, levered costs (donated, in-kind by type of source,) full costs (cash costs plus levered costs,) unit costs (per family, focal parent, focal child, target child, family member,) and functional costs (administration, career development, home visits (by component) parent development, and occupancy.

As the Home Start and Head Start cost data is presented and compared, the report must be prepared to make at least tentative statement regarding the degree to which these six Home Start programs and four Head Start programs are representative of the totality of such programs across the nation. This report will determine the representativeness of the six Home Start sites by examining implementation of key treatment variables within each of the 16 Home Start sites. Information on these variables was collected during Spring '73 site visits and analyzed across the 16 sites for Interim Report III (to be published in Fall 1973.)

While similar information may not be on treatment and output within the 1000-2000 Head Start programs, the overall program characteristics of the four programs (size, budget, basic delivery mode, types of families served) can be compared to the universe of Head Start programs. The nature and size of the subset of Head Start programs represented by these four programs could be estimated.

Projected Site Visits for Spring 74

Spring '74 visits to the six summative Home Start sites and four Head Start sites would be similar in size and content to the fall 73 visits the collection and verification of cost data (expenditures and in-kind) would be emphasized.

All 16 Home Start programs would be observed from a program implementation point of view. Previous objectives would be reviewed. Aids and deterrents to successful implementation would be noted. Changes in overall program organization would be recorded. At the ten non-summative sites a one day verification of projected expenditures and in-kind services would also be conducted. (Baseline data to be verified has been collected during the Spring '73 visits.)

In addition, the 16 Home Start programs will all be included in an across program cut at describing one key aspect of program implementation. During this and remaining site visits (fall 74 etc) a series of discrete cuts could be taken. Comprehensive checklists or inventories could be used to document such treatment variables as staffing patterns and the comparing of community services, the changing role(s) of parents in Home Start, staff or family stability. Such highly specified probes could produce a sharper picture of the key implementation issues faced by Home Start during this three year period. More highly defined recommendations for improvement might also be made.

The Information System

Case studies and the summary report will be supplemented by analyses of the consolidated quarterly report data. Quarterly reports on Family Characteristics, Staff Characteristics, Referrals and Financial Expenditures will be submitted by the sixteen Home Start Programs to the National Home Start Office of Child Development and then forwarded to Abt Associates Inc. Compiling the National Profile Reports will consist of the following activities:

Checking the quarterly program reports for accuracy and completeness. If clarifications are needed on the reports, the programs will be contacted by Abt Associates via telephone.

After the reports have been checked, a Year Tally will be completed for each individual program. Data is recorded on these tallies quarterly on Family Characteristics, Staff Characteristics, Referrals, and Financial Expenditures.

The data on Family Characteristics, Staff Characteristics, and Referrals is then used to complete the Quarterly Profile Reports, reflecting totals for each Home Start Program and the total for the National Home Start Program.

Quarterly Profile Report totals are then recorded on the Three-Year National Profile.

When the National Profile Reports have been compiled, copies of the Reports will be submitted to the Office of Child Development. Copies of the Year Tally Reports for each individual program will be sent to the programs, together with comments regarding reporting procedures and Quarterly Profile Reports.

An analysis of consolidated data will be computed quarterly. Semi-anually, the National Profile Reprts will then form part of the data base for the case study and summary reports.